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Friendly Resistance: Narratives from a Preservice Teacher of Color Navigating Diversity Courses

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Video will open in new window via YouTube.

Research Briefs -- Video Introduction

"I think we need to consider a holistic approach where all courses center on culturally and linguistically diverse learners because the truth of the matter is that culturally relevant pedagogy is not an additive, it is just good teaching. And good teaching means we are considering every single student in every single classroom," said Chelda Smith Kondo, Ph.D.

Watch the above video for an introduction to the article [Friendly Resistance: Narratives from a Preservice Teacher of Color Navigating Diversity Courses](#).

Abstract

This qualitative study case study explicates how a preservice teacher of color in an urban teacher education program (TEP) peripherally engages critical pedagogy with perceived content irrelevancy and cultural conflict. Findings reveal how her maneuvering of corporatized model student behaviors is friendly yet subversive. These tactics result in successful matriculation in the TEP yet produce limited dispositional shifts with the focal participant. The project illuminates the challenges of being preservice teachers of color who do not culturally identify with marginalization or the growing diversity of K-12 schools. Challenging such normative assumptions and highlighting these experiences can inform the practices and policies of TEPs, especially the recruitment, retention, and development of teachers of color.

What practical tips will you gain from this article?

1. Faculty should not assume students of color have inherent competencies needed to work with diverse populations. It can undermine the intersectionality of a student's varying cultural identities and a candidate's access to equitable development in a course.
2. Friendly resistance practices are learned behaviors taken up by students to portray an external sense of academic investment that pleases the instructor while the student maintains internal dissent and cognitive divestment. As students embody friendly resistance, they exhibit ideal student behaviors in class, while maintaining their opposition to course ideology in their personal lives.
3. Faculty must avoid racializing students because American notions of race and ethnicity cannot be easily mapped onto multiracial, multiethnic or immigrant students. This practice can be isolating and detrimental to student learning experiences. Students must be allowed to self-identify or not disclose at all.

Citation

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<https://www.tandfonline.com/eprint/tvhjEvX4kCYIbNt4K7YR/full>

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Reflective Educators for Diverse Learners

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